

Report of Program Accreditation Recommendations

October 2013

Overview

This report consists of recommendations made about the initial accreditation of professional preparation programs based upon institutional responses to program standards. The report also provides information on programs that have transitioned to revised program standards, programs that have elected to change to “Inactive” status or are requesting “Reactivation.” In addition the item presents requests from institutions for programs to be “Withdrawn.” The COA will review these requests and take action to formally withdraw the programs.

Staff Recommendation

That the Committee on Accreditation grant initial accreditation (A) to the following preparation program(s), as recommended by the appropriate reviewers and take action to withdraw the following preparation programs as requested by the institution (E).

A. Programs for Approval by the Committee on Accreditation

Program(s) of Professional Preparation for the Clear Education Specialist Induction

San Diego State University

The Clear Education Specialist Induction program at San Diego State University (SDSU) is designed to prepare participating teachers to meet the academic and functional needs of their students while receiving multiple opportunities for application and demonstration of the required knowledge and skills in the induction standards. All programs offered by the SDSU Department of Special Education are systematically designed to prepare educational specialists in inclusive non-categorical approaches for children with heterogeneous special needs. The SDSU programs focus on collaborations with general education, special education, all service providers, parents, and the community. SDSU has aligned the Clear Induction program with the program standards, embraced district collaborations, and has incorporated innovative approaches for the professional development of Education Specialists.

California State University, Dominguez Hills

California State University, Dominguez Hill's Clear Education Specialist Induction Program is designed to provide high quality professional development experiences and advanced preparation course work. The program provides teacher demonstration of the knowledge and skills needed by fully qualified professional special education teachers. The Clear Education Specialist Induction program is focused on extending the competencies and skills of special education teachers so they can effectively meet the learning needs of students with disabilities in K-12 educational settings. Through formative assessment and reflection, participating teachers receive an Individualized Induction Program and are assigned to a like-credentialed support provider who provides individualized support. – Participating teachers may choose to complete the program in one year by taking two courses a semester or they may extend the opportunity over several semesters. CSU Dominquez Hill's Clear Education Specialist Induction program

aligns with the standards and has been designed using innovative approaches for the professional development of Education Specialists.

Education Specialist-Added Authorization

Traumatic Brain Injury (TBI) Added Authorization

Point Loma Nazarene University

The Point Loma Nazarene University (PLNU) Traumatic Brain Injury Special Education Added Authorization Program is a one-semester, 9-unit program consisting of 3 courses and a 30-hour practicum. The signature course and practicum focuses specifically on servicing students with TBI. The two additional courses focus on providing universal access to all students and governance and leadership in Special Education, including partnering with parents, para-educators and outside agencies to provide services. The TBI Added Authorization program is designed for candidates who have completed their Preliminary Education Specialist Credential and are seeking authorization for instructing special needs students with TBI. The TBI AASE coursework offered through PLNU may be applied to a Master of Arts in Special Education. The program ensures that candidates have an opportunity to develop competencies in understanding and application of the specific behavioral support and teaching strategies for students with students with TBI, as well as assessment strategies for servicing these students.

Other Health Impairments (OHI) Added Authorization

Point Loma Nazarene University

The Point Loma Nazarene University (PLNU) Other Health Impairments Special Education Added Authorization Program is a one-semester, 9-unit program consisting of 3 courses and a 30-hour practicum. The signature course and practicum focuses specifically on servicing students with OHI. The two additional courses focus on providing universal access to all students and governance and leadership in Special Education, including partnering with parents, para-educators and outside agencies to provide services. The OHI Added Authorization program is designed for candidates who have completed their Preliminary Education Specialist Credential and are seeking authorization for instructing special needs students with OHI. The OHI AASE coursework offered through PLNU may be applied to a Master of Arts in Special Education. The program ensures that candidates have an opportunity to develop competencies in understanding and application of the specific behavioral support and teaching strategies for students with students with OHI, as well as assessment strategies for servicing these students.

Added Authorization: Mathematics Instructional Added Authorization

Teachers College of San Joaquin

The Teachers College of San Joaquin's proposed Mathematics Instructional Added Authorization (MIAA) program will provide qualified multiple subject teachers with advanced training in mathematical content knowledge, specialized mathematical knowledge for teaching and thinking, and pedagogical knowledge and practice for teaching mathematics. With these high level skills, MIAA credentialed teachers will be prepared to diagnose and provide intensive

intervention for children who are mathematically at-risk, coach teachers to effectively intervene, accommodate, and differentiate their own mathematics instruction, and offer professional development during the transition to the California Common Core State Standards for Mathematics. Applicants for the program must demonstrate mastery in mathematics from Kindergarten through either pre-Algebra or Algebra I prior to admission to the program. Candidates' levels of mathematics content knowledge will determine the scope of their authorizations and the level of mathematics classes they can teach in departmentalized settings. Nevertheless, all MIAA credential holders will have expertise in developing and coordinating mathematics curricula, designing and implementing intensive interventions and accommodations to increase student engagement and proficiency, and to address the instructional needs of English Learners, students with disabilities, gifted and talented students, and students mathematically at-risk.

B. Notification about the Transition of Professional Preparation Program(s)

The items listed below are for notification purposes only. No action is needed.

At each meeting, this section of the Program Approval item will update the COA as to what programs have transitioned to recently updated standards.

Reading and Language Arts Specialist Credential

San Jose State University (transition date: June 2013)

Adapted Physical Education Added Authorization Programs

In March 2009, the Commission adopted four new standards for the Adapted Physical Education Added Authorization (APE AA). The Title 5 Regulations for the APE AA became effective July 20, 2011. Program sponsors offering an APE AA program had until September 30, 2012 to transition to the 2009 standards. After considering concerns expressed by some in the APE field that the 2009 standards might not ensure that individuals are sufficiently well prepared to teach in an APE assignment, the Commission adopted nine additional APE standards during its January-February 2013 meeting.

Institutions that currently offer an APE program were required to be operating in alignment with the 2009 standards as of September 30, 2012. Given that the 13 program standards adopted by the Commission in 2013 replace the previous (2009) standards, it is necessary that institutions offering an APE program provide the Commission with a Transition Plan indicating what changes the institution will make to align with the 13 adopted standards. Transition Plans were received from the following program sponsors.

<i>Program Sponsor</i>	<i>Transition Effective Date</i>
<i>Azusa Pacific University</i>	<i>September 1, 2013</i>
<i>California State Polytechnic University, Pomona</i>	<i>September 1, 2013</i>
<i>California State University, Chico</i>	<i>September 1, 2013</i>
<i>California State University, Long Beach</i>	<i>August 1, 2013</i>

<i>California State University, Los Angeles</i>	<i>December 31, 2013</i>
<i>California State University, Northridge</i>	<i>September 1, 2013</i>
<i>California State University, San Bernardino</i>	<i>July 1, 2013</i>
<i>Humboldt State University</i>	<i>September 1, 2013</i>
<i>San Francisco State University</i>	<i>July 1, 2013</i>
<i>San Jose State University</i>	<i>December 31, 2013</i>
<i>Sonoma State University</i>	<i>December 31, 2013</i>

C. Program(s) of Professional Preparation Moving to Inactive Status

The items listed below are for notification purposes only. No action is needed. To re-activate the program, the institution must make a formal request to the COA which must take action. The inactive program will be included in the accreditation activities in a modified manner as determined by the COA (Accreditation Handbook, Chapter 3.)

Argosy University:

Preliminary – Single Subject – Business Credential Program: effective June 1, 2013.

Preliminary - Single Subject – Art Credential Program: effective June 1, 2013.

San Francisco State University:

General Education (MS/SS) Clear Credential Program: effective July 1, 2013.

Antioch University:

Multiple Subject Intern Program, effective, October 10, 2013

California State University, Fresno:

School Nurse Services: Special Class Authorization: effective October 7, 2013.

Correction:

Magnolia Public Schools: Pacific Technology School – Orange County

Preliminary Single Subject Teacher Intern Program: effective June 29, 2012.

D. Professional Preparation Programs(s) Requesting Reactivation

*When an approved program has requested to on **Inactive** status, the program must return to the COA to request to be **Reactivated**. Depending on the amount of time that the program has been inactive and if there have been updated or new standards adopted, the COA may request additional information from the institution including for the institution to address the COA and describe the steps being taken to reactivate the program, or require a new program proposal be submitted and reviewed.*

Staff will review all requests to reactivate a program and make a recommendation to the COA. The recommendation will consider the length of time a program has been inactive, the place the institution is in the accreditation cycle, if standards for the program have been recently updated, and any other information related to the program. The COA may accept the staff

recommendation or require the program to present additional information prior to taking action on the request.

There are no programs requesting reactivation.

E. Recommendation about the Withdrawal of Professional Preparation Program

Withdrawal of the following programs has been requested by the institutions offering them. The date of withdrawal will be the date of the COA's action.

When an institution withdraws an educator preparation program the institution must wait a minimum of two years before the institution may request re-accreditation of the program (Accreditation Handbook, Chapter 3.)

There are no programs requesting withdrawal.